

CHILD AND NATURE

Colonel Parker's Powerful Address
in Progress Hall.

LARGE AUDIENCE INTERESTED

Believes in Myths as Principles of
Primary Education—Good Advice
to Ambitious Pedagogues.

(From Wednesday's Daily.)

Progress hall was filled last evening with teachers and people specially interested in educational topics to hear the lecture of Colonel Parker on the subject of "The Child and Nature." Inspector General Townsend and Professor Edgar Wood met visitors at the door and showed them to seats in the hall. The speaker was introduced by Mr. Townsend.

Colonel Parker said that the greatest mystery, the most profound problem beneath the throne of the Eternal, a problem which wise men of all ages had tried to answer, and yet had not solved, was the question "What is the child?" "What is that little lump of flesh, singing songs, evincing the immortal and yet so full of mysteries?" Emerson called the child the "son of the world." No man can answer the question. I have lived with the little folk many years and tried to understand them. Yet my work has been but tentative in its conclusions.

The child is a born savage. That is, it first has the instincts and tendencies of the savage. There was never a boy who did not dig a cave, or want to dig one, crawl into it and defy the world. There was never a boy but who loved bows and arrows, the woods and nature. And in the higher sense the boy is like the savage. First he creates his little world. But if he lived in his little cell, without power to burst out into life beyond he would die. The child creates—creates his world and the beings in it. Remember the play-house under the old cotton tree—the broken crockery, the business of housekeeping, the neighbors dropping in to swap the community prattle—all day, alone, talking to yourself and living with your own creations? That is the savage life. That is the myth life, if you please.

When the savage begins to open his eyes everything speaks to him. Inanimate things live and speak. The scene cries out to him "Who am I?" and the amazed soul answers back "Thou art God." The tree then asks "Who am I?" In the tree the savage sees a broader, more noble personification and cries out in admiration, "Thou art God." From the earth his mind then goes out into the great universe, to the bright stars, the white moon and the great luminary God, the sun. To each of these he cries, in turn, "Thou art God." Cortez, when Christianizing Mexico, was asked if there was not something beyond the sun. The Incas of Peru asked the same question. You cannot tell a savage; but there is a God and make him feel it; but through the Divine instinct you may lead him up to where God is and then show him all.

So with the child. The child loves the fairy tale, because it is a part of its life. Many people object to these stories on the ground that they are untrue and that nothing untrue should be taught. Are fairy tales untrue? What is truth? The myth is truth to the child because it is a part of him. The Puritan's idea of truth was the force of his own conceptions. Peter Parley wrote a geography. It started out by saying that "the world is round and like a ball"—which was the only truth in the book and part of that was false. Ethiopia, in this book, was placed in the center of Africa. Inspector General Townsend studied a geography which described his great, fertile state as "a desert." Those are the myths that do harm.

What child does not love the story of Santa Claus? There are mothers and teachers nowadays who draw their eyes up and perform the solemn duty to truth of telling the children that there is no Santa Claus. There is a Santa Claus; and all children should be assured of the fact. That this boundless universe throbs with the love and blessings of an Almighty Being cannot be explained to a child's mind; but the myth can be given it; and it carries with it the great truth. The correct principle of primary teaching is through myths. Myth is the beginning of spiritual life. When billed up and used for selfish purposes, however, the myth is wrong. Give the child the fairy tale, the myths. Set them, taking such as will convey the truth.

A child is a born naturalist. All children love flowers. They leave the city in droves to visit among the flowers of the country. The speaker once saw a divine smile on the dirty face of a child in a dark street of Boston. He trod upon it in wonder, to find that the child was fondling a small, half-faded clover blossom. The child is divine. God created it full of instincts, ready for cultivation.

At this juncture the speaker gave a beautiful illustration of the life of a New Hampshire boy, who, after studying botany, geography, zoology, etc., in Nature's own way on the farm, discovered that there was more in the big world beyond and ran away from home to delve into its mysteries. These gems appeared in the story:

"Fishing is a relic of savagery. A boy takes his lines down to the brook to satisfy an instinct to be alone with nature. It is the instinct that brings

the soul out face to face with the great God of the Universe."

"When the teacher is ready to lay aside the whip and help the child, success has begun."

"The best, truest and highest things are crushed out of a child by false education. The greatest proof to my mind of the divinity of a child is that he can live through the education he is receiving."

"I never knew a bad boy in my life. I never saw one but that I could make him better by helping him; and if you understand a boy you can help him."

"The sullen eye and characteristics that may impress one as showing a bad boy are merely the outcroppings of a feeling that 'nobody cares for me and I will care nothing for anybody.'"

"As a teacher I tell you that so long as you don't try to understand the children in the school, and help them, your prayers will not reach the throne of God nor your songs the gates of Heaven."

"If your endeavor to help your children is accompanied with the whole heart, it will receive divine blessing and will be successful."

"I repeat again, find the child. Every child loves nature. That is the key. He loves the hills, the vales, the flowers. Talk to him about these things and have him tell you what he knows and thinks of them. That will open the way. The child must be taught nature. This spontaneous education of childhood must be continued by the teacher."

"The child should be taught nature for the reason that this is an age of nature study. In the past 250 years the world has been changed by it. The world today is full of light from this study. Look back to Watt, Hugh Miller, Fulton, Franklin and many others. The child must adopt it because he must live in the age in which he finds himself."

"I believe that the nature of the universe is God's open book. Myth goes over to and sinks in Nature. As the child learns more of nature, he knows more of God. Nature is always right; always beautiful."

The address was remarkably forceful. It lasted nearly an hour and a half. A vein of humor kept the audience on a keen edge. In the middle of the lecture the lights unfortunately went out, and remained out the rest of the evening. The lecture was finished in the darkness.

THE SECOND DAY.

Miss Allen Tells of Her Plans for
Kindergarten Work.

The work of the second day's session of the Summer school began yesterday at 8 o'clock in Progress hall with a talk on kindergarten teaching by Miss Allen. The early hour, for Hawaii, did not prevent a good sized audience from assembling. The kindergarteners and many other teachers were there, and the public was well represented. Miss Allen's talk was chiefly a mapping out of work and topics for discussion during the session. Her enthusiasm for her work is contagious. She inspires her hearers with her earnestness, her love for children. During the sessions she will tell teachers of what value music is in the kindergarten and in the school. She says that this feature is a much neglected one, although it plays an important part in the school room. Discipline is necessary. Because the parent and the teacher loved the child sincerely, it should not be thought that petting and fondling should alone be indulged in. Often her love went out to the most to the child who needed the most discipline. She often found herself exclaiming that child because she knew that its conduct was due to a considerable degree to environment.

Miss Allen wishes especially to become acquainted with the mothers, to talk with them of the child's habit of thought, of what the mental food in the home should consist. She wished to talk with them of the nature of the playthings in the home, and of temperance for little children, temperance in speech, in food, in drink. She wishes it announced that she will meet the mothers at 9:30 o'clock this morning.

Miss Allen then had a three-quarter hour session of kindergarten with about a dozen children on the stage, as a practical illustration of the principles which she expounds.

At 9:35 o'clock Col. Parker gave his first lecture of the morning. He spoke a second time at 11:25, following Mrs. Parker. At the first lecture Col. Parker said that the true teacher is an artist, who is studying every question of education, who is concentrating his attention on the children before him, studying and thinking. He presented several working hypotheses. The first of these was the one function of the word, its use. The word recalls something into consciousness. All learning to read consists in the functioning of words, reading presents imagery. As an illustration he wrote several German words on the blackboard. The majority of the audience did not understand them. They brought up only the image of the word itself. He gave their meaning and the words recalled the image of the objects which he named.

Imagery, said Col. Parker, is the substantial flow of conscience. When there are two images in the conscience simultaneously or in immediate succession, thereafter one of them may, and usually does, recall the other. This is a fundamental law of recollection or memory. All words are recalled under one law only; the image of the word and the appropriate image of the object. The meaning of the word is the image it recalls. He applied this principle to characters, the Chinese characters, for instance. If no image was recalled it was almost a crime to teach the words. Children often learn a word by once hearing it. The stronger the image is in the mind, the quicker the word is learned. The size of the word makes no difference. A child will learn a large word as quickly as a small one.

The interest of learning to read, he said, comes after the formation of im-

ages by oral words. Observation means a continued act upon the conscience to produce images. The strong images always come from observation. It is the foundation of learning to read and the child should never begin to read until he is thoroughly prepared. Speech should first be taught.

Environment determines the image flow. The teacher should begin with the environment of the child. Every child has a natural flow of strong imagery. It is the imagery primarily of the ground in the immediate vicinity and the child can see creation right at hand without knowing much about philosophy or reasoning about it. When the mind is full of imagery words come naturally. Every object he sees in nature is infinite in its possibilities. The child has a deep love of nature and all nature lives for the child. The teacher must understand the working of the child's mind.

Col. Parker said the islands presented greater object lessons than the United States. Here there is the process of creation in the volcano, the formation of soil and minerals.

Mrs. Parker spoke of the modes of expression. The voice, she said, was used most of all through life, yet the voice was the most neglected. The body was a most complicated machine. A person with a sewing machine would take great care of it, that it might perform its duty well. Yet many persons went through life with body unadjusted, although it is the means by which one soul communicated with another soul, the means by which the knowledge of every beautiful thing was transmitted. She said a voice should be cultivated so that the speaker could be heard and understood. Mrs. Parker then gave examples of imperfect or defective articulation. She pointed out the causes to which this is due. Women, she said, failed to cultivate their bodies. They allowed themselves to be controlled by fashions of dress. She laid emphasis on the value of breathing exercises, and the cultivation of the muscles of the sides in order to give the carrying quality to the voice. Mrs. Parker said that the inability to draw a deep breath stifled enthusiasm.

To illustrate her meaning she spoke of a woman by the sea or in the woods or mountains when a beautiful scene came upon her. Her first impulse was an expression of her feelings was to draw a deep breath. Failing in this, because of her mode of dressing, her enthusiasm was expressed by a few weak words of praise.

The inflection of the voice was a part of the personality, she said, it told of the character. The voice, the body, should not be neglected in its cultivation. They were as worthy as the soul.

CHILD AT SCHOOL

A Strong Plea for Consideration
of the Individual Pupil.Growth of Body and Mind—How
Abuse of the Little Ones
May Be Avoided.

(Written for the Advertiser.)

A magazine article sums up some of the results of the recent scientific study of childhood. In the physical growth of the child, there is the well known fact of periodicity in the processes of development. All parts of the body do not grow proportionately at one and the same time. The body grows first in length, then in girth. Children unfold their physical powers in exactly the same order, but children of the same age do not grow at the same rate. The muscles of the upper arm get their maturity a year and a half before the muscles of the fingers; the muscles of the shoulders six months before the muscles of the elbows; and these in turn five to eight months before the muscles of the wrist; which last are in form for training from three to six months before the muscles of the fingers. When we insist that a child shall begin to write by means of the finger muscles only with a small pencil, in narrow spaces, we run counter to the principles that are plainly written in this physical constitution of the child. We must first train the large shoulder muscles before attempting to burden the tender undeveloped muscles of the fingers.

Just as the body unfolds by stages, the mind also develops in the same way. Only two senses are operative at birth, the sense of touch and the sense of temperature. The rest of the fourteen or fifteen senses with which we are endowed are developed in regular order, vision, hearing, rotation, joints and tendons, and so on through the whole category. In order that mental development may be full and complete, we must surround the child with such natural objects, as will give ample opportunity for the exercise of these sense experiences. The games and elementary science work in the kindergarten follow this line of natural law of physical and mental development.

A second epoch in the mental development of the child is the memory stage, when it is easiest to cultivate this function of the mind, because at this period of growth there is a prodigious power of remembering details. The adult commits to memory rules or rhymes, that the child absorbs and affixes with little effort. Imagination characterizes the next period. Children find special pleasure in living in a make-believe world: chairs become horses; dolls, most beloved of all companions; a bit of ribbon will transform the prattling toddler into a lady of society; and the four-year-old boy will preach to an assemblage of miscellaneous objects that he edifies as

much as an ordinary Sunday congregation.

Then comes the period of judgment and comparison. The child, full of curiosity, wants to know the why and the wherefore of this and that. "No child whose curiosity is throttled and starved will ever become a good reasoner. He must first ask questions and reasons of others, in order to be able to ask questions and reasons of himself."

A well organized course of study must be in harmony with these processes of development. Some years ago four teachers in the city of Paris, asked permission of the Minister of Education that each of them might give his twenty-five pupils the same studies as were prescribed in the regular course, but in a different order, such as they believed to accord better with the natural development of a boy's mind. These boys completed the studies prescribed in three and one-half years instead of the seven years assigned in the prescribed program. All the arithmetic taught in our schools for a period of seven or eight years, could be better taught in the three years between seven and ten years of age. Instead of muddling the child's mind by such dawdling processes as are now in vogue there would be an alertness in seeing through arithmetical problems and rushing through the work that are desirable results of school training, as well as a saving of time for some important studies now crowded out.

The effect of fatigue upon the physical and mental development is one of the most important recent discoveries. Fatigue is a physical poison, and bodily fatigue always induces mental fatigue. Overstrain at school, by producing fatigue, may be the occasion of such destruction and disintegration of bodily tissue as to cause serious and permanent mental defect. The best period of the day for physical and mental vigor is between 8 a. m. and 10:15 a. m. The heaviest school work should be assigned to the hours when the child's mind acts most vigorously. Because of disregard of these facts in regard to fatigue, not a day passes in a city like Chicago, that some child is not made a helpless cripple in some of the large stamping works and canning factories. After working under constant pressure for several hours the child becomes so wearied that he can no longer direct the tired fingers and aching arms with any degree of accuracy, and he becomes the easy prey of the jaws of the great machine.

Defects of vision increase from grade to grade with the increase of school work. The teacher may not always detect the defect in the pupil's eyes, but by simple tests an expert would recognize what was wrong in the child's eyesight. Eleven per cent of the children in the public schools of Illinois have been found to have defective vision. So with hearing. Dull children, in most cases, suffer from defective hearing. If a stupid scholar has an open mouth and a drawn down face there may be adenoid growths in the vault of the pharynx that a surgeon could easily remove. Nineteen per cent of the pupils in the public schools of Illinois have defective hearing in one or both ears. Children thus affected have been accused of being lazy and inattentive, when the fault was in the ears.

The last point made in the magazine article from which these facts and suggestions have been summarized is that in all education we should follow the path of least resistance. "Suppose that you have a dynamo with four strands of wire, copper, German silver, steel, zinc. Which wire will conduct most of the current from the generator? The copper wire, of course. Then why insist that the current must be conducted by the German silver wire? You burn out and ruin your dynamo, for the electric current will follow the path of least resistance. Why not use the same common sense in the case of children?"

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of life irritation in the child are many and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

May Be Alameda.

A private letter to a newspaper man of this city from a gentleman in charge of one of the leading San Francisco dailies says that the Annexation Commissioner may come down here on the Alameda, due the 20th inst. It is added that the Philadelphian could not be ready for sailing in time, that the Alameda would not be taken for a transport and that if the Commissioner was not ready to leave on the 14th on the Alameda that he would be sent on the American dispatch boat that was formerly the tug Fearless, the largest and fastest craft of her class in the world.

IN THE CIRCUIT COURT OF THE
FIRST CIRCUIT, HAWAIIAN
ISLANDS—IN PROBATE.

In the matter of the Estate of Adelia Cornwell, late of Honolulu, Oahu, deceased.

The Petition and Accounts of the Executors of the Will of said deceased, wherein they ask that their accounts be examined and approved, and that a final order be made of distribution of the property remaining in their hands to the persons thereto entitled, and discharging them from all further responsibility as such executors.

It is Ordered, that Monday, the 15th day of August, A. D. 1898, at 10 o'clock a. m., at Chambers in the Court Room of the said Court at Honolulu, Island of Oahu, be and the same hereby is appointed as the time and place for hearing said Petition and Accounts and that all persons interested may then and there appear and show cause, if any they have, why the same should not be granted.

Honolulu, July 12, 1898.

By the Court: P. D. KELLETT, JR.,
1895-31F Clerk.

IN THE CIRCUIT COURT, FIRST
Circuit of the Hawaiian Islands,
In Probate.

In the matter of the Estate of Jose Maria Espirito Santo, late of Honolulu, deceased.

The last will and testament of said deceased, having been presented to said Court, together with a petition for the Probate thereof, and for the issuance of Letters Testamentary to John Gaspar, having been filed; notice is hereby given, that Friday, the 12th day of August, A. D. 1898, at 10 o'clock a. m., in the Judiciary Building, Honolulu, is appointed the time and place for proving said will and hearing said application, when and where any person interested may appear and show cause, if any they have, why the prayer of said petition should not be granted.

Honolulu, July 7, 1898.

By the Court: P. D. KELLETT, JR.,
1895-31F Clerk.

IN THE CIRCUIT COURT OF THE
SECOND CIRCUIT, HAWAIIAN
ISLANDS.

In the matter of the Estate of Luka (w), Makalena (k), Palena (k), Makamohelohelo (k), Kauli (k), Ika (k), Kaahaina (k), Kuanea (k), Kekua (k), Hoopii (k), Kalamala (k), of Hamakua, Island of Maui.

All parties interested in the above entitled cause are hereby notified to present to the Clerk of the Circuit Court of the Second Circuit within twenty days from date hereof their receipts of the amount of money deposited with the late Clerk G. Armstrong in the said cause.

By the Court: A. F. TAVARES,
1894-40 Clerk.

IN THE CIRCUIT COURT OF THE
FIRST CIRCUIT OF THE
HAWAIIAN ISLANDS—IN
PROBATE.

In the Matter of the Estate of Jose Maria (k) late of Honolulu, Oahu, deceased.

The last Will and Testament of said deceased, having been presented to said Court, together with a petition for the Probate thereof, and for the issuance of Letters Testamentary to Thomas Honan, having been filed, notice is hereby given that Friday, the 5th day of August, A. D. 1898, at 10 o'clock a. m., in the Judiciary Building, Honolulu, is appointed the time and place for proving said Will and hearing said application, when and where any person interested may appear and show cause if any they have, why the prayer of said petition should not be granted.

Honolulu, July 5th, 1898.
By the Court: P. D. KELLETT, JR.,
1893-31 F Clerk.

IN THE CIRCUIT COURT OF THE
First Circuit of the Hawaiian
Islands. In Probate.

In the matter of the Estate of Johnson Beswick Wilkinson, late of Auckland, New Zealand, deceased.

Whereas, a document purporting to be the duly authenticated copy of the last will and testament of Johnson Beswick Wilkinson, late of the City of Auckland, in the Province of Auckland, Colony of New Zealand, deceased, and also of the probate of said will, and the place of domicile of the said Johnson Beswick Wilkinson, in the Probate Court held at said Auckland, having been presented to said Probate Court of the Hawaiian Islands, and a petition for probate thereof, having been filed by John D. Holt, Jr., praying that Letters of Administration with the will annexed be issued to said John D. Holt, Jr.

It is therefore ordered, that Friday, the 29th day of July, A. D. 1898, at 10 o'clock a. m., at the Court Room of said Court, at said Honolulu, be and the same is hereby appointed the time for proving said will and hearing said application when and where any person interested may appear and contest the same.

Dated Honolulu, H. I., this 21st day of June, A. D. 1898.

By the Court: J. A. THOMPSON,
1879-41F Clerk.

IN THE CIRCUIT COURT OF THE
First Circuit, Hawaiian Islands.

Henry E. Cooper, Minister of the Interior ad Interim vs. George H. Newton and Caroline Newton Clarke. Action for condemnation of land for public use.

The Republic of Hawaii:
To the Marshal of the Hawaiian Islands, or his Deputy, Greeting:
You are commanded to summon George H. Newton and Caroline Newton Clarke, defendants in case they shall file written answer within twenty days after service hereof, to be and appear before the said Circuit Court

at the August Term thereof, to be holden at Honolulu, Island of Oahu, on Monday the 1st day of August next, at ten o'clock A. M., to show cause why the claim of Henry E. Cooper, Minister of the Interior ad Interim, plaintiff should not be awarded to him pursuant to the tenor of his annexed petition.

And have you then there this Writ with full return of your proceedings thereon.

Witness Hon. A. Perry, First Judge of the Circuit Court of the First Circuit, at Honolulu, Oahu, this 11th day of May, 1898.

GEORGE LUCAS,
1967-3ms Clerk.

IN THE CIRCUIT COURT, FOURTH
Circuit, of the Hawaiian Islands,
In Probate.

In the matter of the Estate of James Cowan, late of Wainaku, Hilo, Hawaii, deceased, intestate.

Petition having been filed by John A. Scott, praying that Letters of Administration upon said estate be issued to said John A. Scott, notice is hereby given that Wednesday, the 27th day of July, A. D. 1898, at 9 o'clock a. m., in the Court House, at Hilo, Hawaii, is appointed the time and place for hearing said petition, when and where all persons concerned may appear and show cause, if any they have, why said petition should not be granted.

Hilo, June 24th, 1898.

By the Court: DANIEL PORTER,
1981-31 F Clerk.

MORTGAGEE'S NOTICE OF FORFEITURE.

In accordance with the provisions of a certain mortgage made by Mele Kapo and Kapo, his husband and Makulu of Huelo, Maui, to W. R. Castle, Trustee, of Honolulu, Oahu, dated October 6th, 1892, recorded Liber 139, page 241; notice is hereby given that the mortgagee intends to foreclose the same for condition broken, to wit: non-payment of both interest and principal when due.

Notice is likewise given that after the expiration of three weeks from the date of this notice, the property conveyed by said mortgage will be advertised for sale at public auction, at the auction rooms of Jas. F. Morgan, in Honolulu, on Saturday, the 30th day of July, 1898, at 12 noon of said day.

Further particulars can be had of W. R. Castle.

Dated Honolulu, June 13, 1898.
W. R. CASTLE,
Trustee, Mortgagee.

The premises covered by said mortgage consist of:
1st. 10 11-100 acres in Honopou, Huelo, Maui, set forth in R. P. (G.) 1264 to Kahalelaau.

2nd. All those certain parcels in Waikapu, containing 88-100 of an acre, 2 Apanas more particularly set forth in L. C. A. 2208 to Manu, deed from Hookano to Mele recorded in Liber 135, page 483.

3d. All mortgagor's interest in Manu's other property on Maui, more particularly covered by L. C. A. 2208 to said Manu in Puako, Waikapu, containing 12-100 of an acre, also Grant 465 to Manu in Kamaole, in Kula, containing 10 acres, also 33.15 acres covered by Grant 1498 to Manu in Mooumuku, Honuaia, Maui. 1983-41F

NOTICE TO CREDITORS.
THE UNDERSIGNED HAVING been duly appointed Administrator of the Estate of W. Y. Horner, Sr., late of Lahaina, Maui, deceased:

Notice is hereby given to all persons having claims against said estate to present their claims duly authenticated at the office of W. L. Decoto, Lahaina, Maui, within six months from date hereof, or they will be forever barred; and all persons indebted to said estate are requested to make immediate payment to the undersigned.

W. L. DECOTO,
Administrator Estate W. Y. Horner.
Lahaina, Maui, June 14, 1898.
1977-91

ADMINISTRATOR'S NOTICE.
THE UNDERSIGNED HAVING been duly appointed Administrator of the estate of J. W. Lota, deceased, late of Hanalei, Kauai, hereby gives notice to all persons having claims against said estate, to present them to him at his office at Hanalei, Kauai, within six months from the date of the first publication of this notice, or they will be forever barred.

All persons indebted to said estate are requested to make immediate payment to the undersigned.
W. G. SMITH,
Administrator of the Estate of J. W. Lota.
1970-61F

T. H. HATCH,
Merchandise Broker and Commission Merchant.

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(Semi-Weekly).